

**CHALLENGES FACED BY TUTORS AND STUDENTS IN TEACHING-  
LEARNING ENGLISH ON *ENGLISH TUTORIAL PROGRAM* IN  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



Submitted Partial Fulfillment of the Requirement for Getting  
Bachelor Degree of Education in English Department

**By**

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**APPROVAL**

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**PUBLICATION ARTICLE**

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## ACCEPTANCE

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## **PRONOUNCEMENT**

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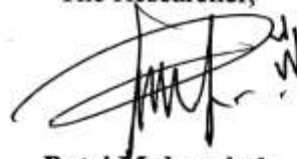
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# **CHALLENGES FACED BY TUTORS AND STUDENTS IN TEACHING-LEARNING ENGLISH ON *ENGLISH TUTORIAL PROGRAM* IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

## **ABSTRAK**

Penelitian ini difokuskan pada penginvestigasian kendala-kendala atau hambatan yang dihadapi oleh tutor dan mahasiswa dalam mengikuti kegiatan belajar mengajar di *English Tutorial Program*. Tujuan dari penelitian ini adalah untuk (1) mengidentifikasi kendala-kendala yang dihadapi oleh tutor dalam mengajar bahasa Inggris di *English Tutorial Program*, (2) mengidentifikasi kendala-kendala yang dihadapi oleh mahasiswa dalam belajar bahasa Inggris di *English Tutorial Program* dan (3) mencari solusi yang dilakukan oleh tutor dalam mengatasi masalah tersebut. Penelitian ini merupakan penelitian deskriptif kualitatif. Pengambilan data didapat dari teknik observasi, angket dan wawancara. Subjek dari penelitian ini adalah tutor dan mahasiswa di *English Tutorial Program*. Pada teknik untuk menganalisis data, peneliti menggunakan teori dari Miles dan Huberman yang terdiri dari analisis pengumpulan data, reduksi data, tampilan data dan kesimpulan. Hasil dari penelitian ini adalah ada delapan kendala yang dihadapi tutor dan mahasiswa, yaitu manajemen kelas/ teknik mengajar yang tidak menarik, kemampuan bahasa Inggris mahasiswa yang rendah, kedisiplinan mahasiswa, kurangnya motivasi, manajemen waktu, kemampuan bahasa Inggris tutor yang rendah dan kurangnya rasa percaya diri. Untuk solusi yang dilakukan tutor dalam mengatasi kendala-kendala tersebut adalah dengan menggunakan dua pendekatan yaitu tutor membuat peraturan-peraturan yang berhubungan dengan kegiatan belajar-mengajar dan tutor melakukan evaluasi yang melibatkan mahasiswa dalam satu group. Peneliti menyimpulkan bahwa tutor dan mahasiswa sama-sama menghadapi masalah dalam mengadakan kegiatan *English Tutorial Program* dan tutor memiliki caranya masing-masing dalam menyelesaikan masalah-masalah tersebut.

Kata kunci : kendala tutor, kendala mahasiswa, solusi yang dilakukan

## **ABSTRACT**

This research is focused on the investigation of the problems or barriers faced by the tutors and students in joining the teaching-learning activity on *English Tutorial Program*. The aims of this study are (1) investigating the problems faced by the tutors in teaching English on *English Tutorial Program*, (2) investigating the problems faced by the students in learning English on *English Tutorial Program*, and (3) looking for the solutions done by the tutors in solving those problems. The type of the research is descriptive-qualitative research. The data were obtained from observation, questionnaire and interview. The subjects of the research are informants which are the tutors and the students of *English Tutorial Program*. The researcher used technique for analyzing data from Miles and Huberman which consists of data collection, data reduction, data display and conclusion. The findings of the research show that there are eight problems. Those are *Classroom management/uninteresting teaching technique, students' low*

*English skill, students' discipline, uncondusive place, lack of motivation, time management, tutors' low English skill and lack of self confidence.* While the solution applied by the tutors in solving those problems are using two approaches, namely arranging some rules related to teaching learning process and evaluating the stedents in each group. The researcher concludes that both tutors and students faced problems in conducting *English Tutorial Program* and tutors had their own ways to solve those problems.

Key words : tutors' problem, students' problem, solutions done

## **1. INTRODUCTION**

Nowadays, learning English is a very important thing for everyone especially for students of university. It is in line with the thought of Michel West about the obligatory of learning English, he argued that English is not a subject which can be taught, it is a subject which must be learned (as cited in Elizabeth, 2010, p. 39).

According to the research conducted by Education First in 2015, Indonesia is placed on 32th rank of English Proficiency from 72 countries in the world (Education First, 2015). Even though, Indonesia is classified in the middle rank, but based on researcher's observation surrounding, most of people in Indonesia is still low at their English capability. So learning English program is very needed for the sake of the improvement of English proficiency, especially for students.

Muhammadiyah University of Surakarta has participated in order to improve students' English proficiency through an English program called *English Tutorial Program*. Students from every departments can join becoming a tutor, but they must pass the selection tests which are administrative and interview test. If they pass the both of the tests, they can continue to the next step, that is joining Training of Trainer (TOT).

Unfortunately for Training of Trainer this year (2017), the committee of TOT did something like outbound training which improved their hard skill and soft skill generally rather to teaching English training for the prospective tutors like TOT in 2015. This is one of the reasons of this research. Researcher wonders whether tutors and students face challenges in their teaching-learning on *English Tutorial Program*, considering the fact that there are some tutors come from non-English department and there was no teaching English training in TOT 2015.

## **2. RESEARCH METHOD**

The type of the research is descriptive qualitative research. The data which is got will be described and explained through some sentences. Researcher choose this type of research because the data can be explained specifically in descriptive qualitative research. Moreover, researcher argues that this type can explore more what researcher wants to investigates. The research was conducted on December 2017 until March 2018 in Faculty of Teacher Training and Education of Muhammadiyah University of Surakarta. The subjects of the research are twelve tutors and thirty nine students of *English Tutorial Program* 2017/2018. The objects of the research are the problems faced by tutors and students of *English Tutorial Program* in teaching-learning English.

## **3. FINDING AND DISCUSSION**

### **3.1 Findings**

There are some findings that the researcher obtained from the research. They are related to the tutors' and students' problem in teaching-learning English and also the tutors' solutions or efforts to solve those problems. The following are the findings obtained:

#### **3.1.1 Classroom Management**

There was fifty eight point three percent (58.3%) tutors and thirty point seven percent (30.7%) students who claimed that *classroom management* was the part of problem faced by them.

Next, the solutions or efforts done by the tutors were giving the students questionnaire to evaluate the teaching-learning process, giving interesting teaching technique for making the students pay attention with the learning activity and giving punishment for the rowdy students or for the students who do not follow the learning activity.

#### **3.1.2 Students' Low English Skill**

This problem was claimed by fourty one point six percent (41.6%) tutors and seventy four point three percent (74.3%) students.

*Students' low English skill* consisted of lack of vocabulary, lack of grammar mastery and lack of pronunciation.

There were two efforts that the tutors did in solving *students' low English skill*, those were focusing on the activity for drilling the students' vocabulary and pronunciation (grammar was not over emphasized) and simplifying the explanation and choosing the familiar example.

### 3.1.3 Students' Discipline

*Students' Discipline* was the problem faced by tutors. There was fifty eight point three percent (58.3%) tutors' arguments about this program. They argued that there were some students who undisciplined. Undisciplined behaviors here were such as coming late to the meeting.

The efforts done by tutors were such as warning the students who come late, giving extra time for the late students for practicing the material, giving assignment for the students who did not come to the meeting and not giving another chance (assignment) for the students who missed the meeting.

### 3.1.4 Unconducive Place

Problem *unconducive place* was faced by forty one point six percent (41.6%) tutors and forty six point one percent (46.1%) students. Both of tutors and students thought that the place was not conducive for teaching-learning activity.

In solving this problem, the tutors looked for another day except Saturday to meet and chose place near Muhammad Djazman auditorium. They thought that doing *English Tutorial Program* in another day except Saturday at near Muhammad Djazman auditorium was more conducive. The last effort was doing the program outside the campus such as in the restaurant/ cafe.



### 3.1.5 Lack of Motivation

There was forty three point five percent (43.5%) students who felt this barrier. They did not have motivation because they were not interested in English, not having motivation to join and follow the program, not having motivation because they were lazy, not having motivation because the program were conducted in the morning, not having motivation because they felt tired because their full schedule in lecturing and so on.

The solutions or efforts that the tutors done were giving the students chant slogan, using fun and interesting teaching technique and giving the students advice to learn English.

### 3.1.6 Time Management

There was 41.6% tutors and 30.7% students who felt this problem. Time management here included feeling hard to find the appropriate schedule of meeting, having problem with the assignment and so forth. This problem could be solved by discussing the right time between the tutors and the students for deciding appropriate time to meet.

### 3.1.7 Tutors' Low English Skill

The tutors also admitted that their English ability was low. There was 33.3% tutors who claimed this problem. The tutors solved this problem by looking for other references about the material on the internet at last night before the meeting.

### 3.1.8 Lack of Self Confidence

Feeling not confident was the problem faced by the students in learning English on *English Tutorial Program*. They admitted that they were not confident to reading/talking/expressing their opinion in English, asking the material that they had not understood and even not liking to be the center of attention. There was 23% students who felt this problem. Next, in solving this problem, the tutors decided

students into some groups and asking them to practice with their friends.

### 3.2 Discussion

The second part of this chapter discusses the problems faced by tutors and students in teaching-learning English on *English Tutorial Program* and the solutions or efforts done by the tutors for solving the problems.

Based on the data that researcher obtained, researcher found that there were some problems that both tutors and students faced which are *classroom management, students' low English skill, uncondusive place and time management*. First, the tutors admitted that they were still not able to manage the class well (*classroom management*), there was 58.3% tutors who argued that argument. It was also felt by the students, there was 30.7% students who argued the tutors' teaching technique was not interesting (*uninteresting teaching technique*). Second, the tutors argued that the *English skill of the students was low*, that was also admitted by the students. There was 41.6% tutors and 74.3% students who felt that the students' English skill was low. Third, the tutors expressed *uncondusive place* as their problem in teaching English on the program, then it was also felt by the students. The percentage of the tutors was 41.6%, while the students' percentage was 46.1%. The last problem that both tutors and students felt was *time management*. Both tutors and students argued that they were still difficult to manage the time and to decide the schedule of *English Tutorial Program* meeting. There was 41.6% tutors and 30.7% students who expressed the problem. Meanwhile, the rests of the problems faced by the tutors were *students' dicipline* (58.3%) and *tutors' low English skill* (33.3%). Next, the rests of the students' problem were *lack of motivation* (43.5%) and *lack of self confidence* (23%).

If the findings of the research were compared with the previous study, there would be some problems which were the same with the findings of the research. In facts, there were similar problems faced by teachers/tutors and students in teaching-learning English. First, *classroom management* which faced by the tutors of *English Tutorial Program* and *uninteresting teaching*

*technique* which felt by the students also happened in the research done by Tevno (2011). One of the findings that found by Tevno stated that the teachers there still used traditional technique in teaching English. Then, it could be compared with some of the tutors of *English Tutorial Program* used uninteresting teaching technique.

Second, researcher found that the English skill of some tutors was low (*tutors' low English skill*). It was in line with the research which was done by Alaraj (2016). The finding of Alaraj's research stated that the teachers was not serious and less being trained.

Next, Kashikar (2016) on his research found that there were differences ability/ English skill among the students. There were some students who already had a basic English knowledge, while the others had not yet. He argued that it was part of the problem faced by the teachers to deliver the material. Moreover, Khan (2011) stated on his findings that pronunciation was the problem faced by the students in learning English. Then, on this research, pronunciation was the subcategory of *students' low English skill*. That was almost the same with the researcher's findings on this research which was the English skill of some students was low.

Third, Tevno in his research also found that the classes there were too crowded. There were too many students in a class, so it made uncondusive place to learn. While, in this research, researcher found the same problem which was *uncondusive place*. The difference was in this research the place for teaching-learning activity was not in the class, but the outdoor place. So the noise level was higher than in the class.

Then, researcher found that the students did not have strong motivation to learn English (*lack of motivation*). That was also found on Khan's research. He found that the students did not have a fight to learn English. The students still thought that English was a not important subject/language that had to be learned.

The last, Khan also found that the students felt fear (not confident) in following the English learning activities which included reading aloud,

speaking or writing to express their thought and even asking about the material that they had not understood. That problem was also found in this research. Researcher found that some students were not confident in doing the English learning activities (*lack of self confidence*).

Furthermore, the researcher found new findings about problems faced by tutors/teachers and students in teaching-learning English especially on *English Tutorial Program*. Those were *students' discipline* and *time management*. On *students' discipline* problem included the students came late to the meeting of *English Tutorial Program* and even some of them did not come to the meeting. There were also some students who expressed that their tutors often came late to the meeting too. Then, on the *time management* included both tutors and students felt hard to look for and to decide the schedule of the meeting. That was because there were different classes among the students, so it was hard to look for the free time for the meeting of *English Tutorial Program*.

Finally, according to the findings and discussion that had been explained above, researcher concluded that the findings of the research were appropriate with the theory suggested by Schwarz and Terill (2000) about problems that the students faced in learning English. Ofcourse there were some differences about the problems faced because different place, culture, person and so on. There were four problems by Schwarz and Terill which were similar with the findings of the research. Those were *limited academic skills in the native language due to limited previous education, mismatch between the instructors teaching style and the learner's expectations of how the class will be conducted, external problems with work, health and family, lack of practice outside the classroom*. *Limited academic skills in the native language due to limited previous education* were the same with the problems found in this research.

#### **4. CONCLUSION**

Based on the findings of this research, the researcher draws some conclusions:

1. Problems faced by the tutors in teaching English on *English Tutorial Program*

The researcher found that there were six problems faced by teacher in teaching English. Those were *classroom management* (58.3%), *students' discipline* (58.3%), *unconducive place* (41.6%), *students' low english skill* (41.6%), *time management* (41.6%) and *tutors' low english skill* (33.3%). The most common problem were *classroom management* and *students' discipline* which was more than half of the students who joined the program.

2. Problems faced by the students in learning English on *English Tutorial Program*

For the problems faced by the students in learning English on *English Tutorial Program*, there were also six problems. Those problems were students' *low english skill* (97.4%), *uninteresting teaching technique* (76.9%), *lack of motivation* (74.3%), *unconducive place* (66.6%), *lack of self confidence* (46.1%) and *time management* (35.8%). The most common problem faced by the students in learning English was *students' low English skill*. This problem was felt by seventy six point nine students.

3. The solutions or efforts done by the tutors in solving the problems faced by the tutors and the students.

In order to solve the problems that the tutors or the students faced, there are two categories of way. The first was the tutors made some rules which had been discussed between the tutor and the students. The rule was about the things that related to the teaching-learning activity. The second category of solution done by the tutors was doing evaluation between the tutors and the students. The evalualuation here was used for make the teaching-learning activity to be better.

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